# SFA Achievement Level Selection Process

I. SFA Skill Catalog & Achievement Levels

The SFA Skill Catalog delineates skills and abilities that will help enable organization success. The SFA Skill Catalog is a compilation of the associated knowledge, abilities and professional qualities that an employee needs to perform his/her job. Employees can use the SFA Skill Catalog as a tool for identifying training and professional development opportunities. The SFA Skill Catalog can also help employees understand the expectations for each role in the organization, and assist employees in identifying which skills are needed to succeed in the PBO.

SFA categorized skills into three areas: professional, managerial and functional.
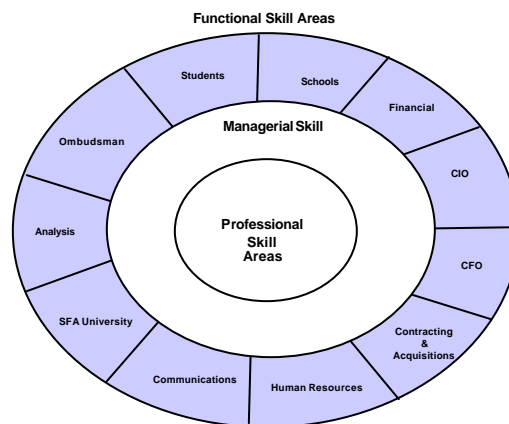
Professional Skills: Behaviors, expertise and abilities required of all SFA employees to help create the performance-based culture of SFA.

Managerial Skills: Knowledge, expertise, and abilities associated with leading and managing SFA. These skills are applicable to all supervisors, managers and executives in the organization.

Functional Skills: Knowledge, expertise, and abilities required to successfully perform a specific role in SFA. These skills are organized by channel/organization unit.

SFA Skill Catalog Version 1.0 was created after a number of working sessions between Human Resources, the Management Council, and each channel/organization unit's leadership team. The first step in compiling the SFA Skill Catalog was to define the professional and managerial skills with input from the Management Council. SFA Human Resources then created a sample of functional skills for each channel/organization unit leadership team to review based on the responsibilities and goals of the channel/organization unit. Leadership teams reviewed their respective samples and produced a composite list of functional skills and related definitions. After SFA Human Resources received the functional skill lists from the leadership teams, the skills and definitions were verified for consistency across the organization. Human Resources then compiled the SFA Skill Catalog Version 1.0.

The next step in developing the SFA Skill Model is to define achievement levels. Achievement levels describe a defined range of capability within a skill. Each functional skill in the SFA Skill Catalog will have associated achievement levels with observable, measurable behavior indicators describing performance targets. Achievement level standards describe specific performance guidelines for each functional skill. They also provide employees with the opportunity to identify individual skill strengths and areas for development. The inclusion of achievement level definitions will compose the SFA Skill Catalog Version 2.0.

II. Achievement Levels

Many achievement level rating scales were considered for SFA. The scale option selected of Meets Expectations and Improvement Required places an emphasis on employee development. The scale is relatively simple and is easy to understand and apply. The following describes the achievement levels selected:

Meets Expectations:
- Achievement level that is standard and expected of all employees.

- Employees merit this achievement level when they exhibit 3 of the 5 behaviors listed for the "Meets Expectations" standard of a skill.

Improvement Required:
- Achievement level that is below the standard accepted level of performance.

- Employees merit this achievement level when they exhibit less than 3 of the 5 behaviors listed for the "Meets Expectations" standard of a skill.

No Basis:
- Employees receive this when there is no basis to assess the skill.

An example of an achievement level using a Students Channel functional skill is provided below.

Customer Service Support (re: Call Center)
Responds promptly to customer requests, identifies customer needs and uses tools and information to provide timely assistance to customers.
Meets Expectations Exhibits 3 of the 5 behaviors listed for the "Meets Expectations" standard: - Responds to customer problems and requests within 1 day, accurately and pleasantly. - Displays patience and understanding with customers who make unreasonable demands or get emotionally upset. - Solicits feedback from customers to improve quality of service. - Encourages others to apply SFA Service Standards in delivering and exceeding customer expectations. - Integrates resources, service and technical capabilities across SFA units to meet customer needs.
Improvement Required Exhibits less than 3 of the 5 behaviors listed for the "Meets Expectations" standard.
No Basis There is no basis to assess this skill.

III. Defining Achievement Levels

Achievement levels must be accurately defined for each skill. Human Resources will hold working sessions with all channel/organization unit leadership teams to accurately define achievement levels for each functional skill listed for their channel/organization unit. The channel/organization unit leadership teams will also be responsible for validating the list of skills and identifying functional skills that should be

added or omitted. In order to maintain consistency, the "Meets Expectations" achievement level for each functional skill will have five bullet points, or observable and measurable descriptors. There will be a draft submission process whereby channel/organization units will submit their completed achievement level definitions to Human Resources for review. If necessary, Human Resources will meet again with channel/organization unit teams to refine the achievement level definitions. Once this process is complete, Human Resources will compile the achievement level definitions and incorporate them into Version 2.0 of the SFA Skill Catalog.

IV. The Performance Development Process & Skill Catalog

The SFA Skill Catalog Version 2.0, with the defined achievement levels included, will be used frequently throughout the Performance Development Process (PDP). For example, an SFA employee will reference the Skill Catalog during Step 1: Goal Setting/Expectation Setting of the Performance Development Process when they develop their Skill Profile. The Skill Catalog will be referenced again during Step 3: Feedback Rating of the PDP when Development Coaches, the Supervisor and the employee complete skill evaluations. In order to write an evaluation, Development Coaches, the Supervisor and the employee must assign an achievement level of Meets Expectations, Improvement Required, or No Basis for each skill listed in the employee's unique Skill Profile. The benchmark definitions in the Skill Catalog will be used to appropriately assign an achievement level to each skill. During Step 4: Development Feedback Session of the Performance Development Process, the employee and Supervisor then review Rating of Record together and discuss achievements and development opportunities.